



Buckden CofE Primary

Inspection Report

Unique Reference Number 110810
LEA CAMBRIDGESHIRE LEA
Inspection number 278520
Inspection dates 16 January 2006 to 17 January 2006
Reporting inspector Mr. Ian Nelson LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		PE19 5TT
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01480 810241
Number on roll	315	Fax number	01480 811937
Appropriate authority	The governing body	Chair of governors	Mrs. Marilyn Rolin
Date of previous inspection	8 November 1999	Headteacher	Mrs. Margaret Leverett

Age group 4 to 11	Inspection dates 16 January 2006 - 17 January 2006	Inspection number 278520
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average Church of England school serving the villages of Buckden and Southoe and the surrounding rural areas. About a third of the pupils travel from beyond the school's immediate area and most have had some playgroup or nursery experience. A low number of pupils are eligible for free school meals. The number of pupils who need extra help with their learning is below average. Most pupils come from White British backgrounds with a small number of mixed race heritage. Slightly more pupils join this school other than at the start of a school year than is usually found in most schools. Most pupils start at the school with levels of knowledge which are in line with expectations for 4-year-olds. The communities the school serves are generally advantaged with little social or economic deprivation. An above average number of adults in the area have higher education qualifications. The head teacher joined the school the term before the inspection. Eleven teachers left the school, mainly for family reasons, and nine joined in the last two years up to September 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with several good features. It gives satisfactory value for money. The school has reflected on how well it is doing and agrees with the inspection findings. Over recent years the high turnover of teaching staff has led to an unsettled period and lack of continuity, with standards dropping slightly. A new headteacher took over a short while ago. Standards at Year 6 rose in 2005 to above average. As these pupils were above average in their Year 2 tests this represents broadly satisfactory achievement. Pupils in Reception make satisfactory progress and reach the goals expected of their age. Although achievement has been broadly satisfactory over recent years the evidence from the inspection shows that progress of all ability groups in most lessons is now good. This is because teaching is good and pupils have good attitudes to learning. Many teachers are relatively new to the school and to the management roles they hold, so they would benefit from further support and training to ensure they can fulfil those roles effectively. The school has developed extensive systems for checking how well it is doing and setting priorities for improvement. These now need to be consolidated and refined to ensure that the school builds upon the improvements it has made in the last couple of years. Given the upturn in standards at Year 6, the good provision, and the commitment of the new management team the school is in a good position to carry on improving.

What the school should do to improve further

- Refine the systems for analysing and using the information the school collects on how well it is doing in order to sustain recent improvements in standards.
- Ensure that those new to leadership roles get the support and training they need to be able to carry out their roles as effectively as possible.

Achievement and standards

Grade: 3

Test results and assessments show that achievement is broadly satisfactory in Years 2 and 6. The results at Year 6 dipped for two years before rising again to above average in 2005. The school improved the way it identifies and supports pupils who need a little extra help to accelerate their progress and this resulted in the upturn in results in 2005. Pupils gained above average standards at Year 2 so this represents satisfactory achievement since then. The new headteacher is building upon initiatives introduced last year. This is resulting in pupils now making good progress in lessons so that they are on track to achieve the challenging targets set for them in the national tests. Pupils in Year 2 make satisfactory progress from an average starting point. They attain broadly average standards. Pupils currently enter the reception class with skills and knowledge typical of their age. Satisfactory progress enables them to achieve the early learning goals in each of the areas of learning recommended for this age group by the time they enter Year 1. There is no significant difference in terms of the attainment and progress of different groups of pupils. Pupils who need extra help with learning make

progress at a similar rate to other groups. Good use is made of assessment information to ensure that staff know what additional support individual pupils need to help them to overcome their difficulties.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils enjoy lessons, have good attitudes to work and behave well. Attendance is above average. The school provides good opportunities for them to reflect on important issues and to consider others' points of view. For example, they enjoyed an assembly about valuing the uniqueness of each individual. They learn about a range of cultures through religious education, art, music, and the study of different countries. One class thoroughly enjoyed comparing lifestyles in a Nigerian village with their own. A small number of pupils and parents believe that there is a problem with behaviour and bullying but the inspection team found no evidence of this. Older pupils regularly help to look after younger ones at break times. Pupils play with great enthusiasm and energy but also with care and respect for the needs of others in the playground. Pupils know well about how to lead safe and healthy lives. For example, many choose salad to go with their nutritious school lunch. Pupils enjoy having responsibilities around the school, including being on school council. They are very actively involved in the life of the local community. They are well equipped for the world of work with above average standards in English and mathematics and well-developed social skills.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good and helps pupils to learn well and make effective progress in lessons. This good teaching has yet to be reflected in Years 2 and 6 test results. They enjoy learning and have positive relationships with one another and all staff. They are eager to please their teachers and work hard. In most lessons learning activities are well matched to pupils' needs. Pupils who need extra help with learning are supported well, particularly by knowledgeable teaching assistants who help them to achieve their targets. Pupils are actively engaged by challenging and lively teaching. Probing questions and good use of attractive high quality resources stimulate pupils' interest in learning. For example, in a good Year 5 and 6 science lesson the teacher used video and an interesting range of activities to help pupils to learn about how sound travels. Teachers use digital projectors and computers well to introduce lesson objectives. Pupils do not have enough opportunities to use computers and other forms of technology in lessons to reinforce and extend their learning. At the end of lessons pupils do not always get enough time to think about and discuss their learning.

Curriculum and other activities

Grade: 2

Pupils enjoy a good range of learning activities. The school day is planned well to make effective use of the long morning sessions to develop their literacy and numeracy skills. Pupils in Years 5 and 6 enjoy learning French and Spanish. Pupils in Reception participate in a good range of activities led by adults and they also have regular opportunities to choose for themselves. Gifted and talented pupils are identified and have regular opportunities to extend their learning. For example, a group of pupils, as part of an enrichment activity were learning Latin and some had the opportunity to visit the local secondary school to participate in advanced literacy and numeracy classes. The range of activities outside lessons is good. It includes opportunities to sing in the choir and to participate in exciting and competitive sports. Pupils enjoy learning about how to care for their environment. This encourages them to lead an active and healthy life and to develop an interest in caring for their community. The school uses visits to residential centres, museums and other local places of interest to enrich pupils' learning.

Care, guidance and support

Grade: 2

Teachers and support staff know pupils well and provide a good level of care and support. Recent improvements in the way the school provides extra support for pupils of varying abilities, including the most able, have led to better progress in lessons. The school works effectively with outside agencies to ensure that all receive the support that they need. Child protection arrangements are clear and understood by all staff. Pupils settle very quickly when they join the school because staff take time to get to know them before they enter Reception. Older pupils are well prepared for their move to secondary school so they feel happy and confident about the change. Most pupils have individual targets to work towards and some are aware of what they need to do to improve, but this does not happen in all classes so the school could develop this in the future.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new head teacher has quickly gained an accurate picture of what the school does well and what it needs to do to improve. She has worked closely with governors to review, refine and develop management systems and structures in the light of staff changes. Governors work effectively and challenge the school well. The staff effectively involve pupils from backgrounds in all activities in school. The quality and effectiveness of self-evaluation is satisfactory. There is an extensive system for checking how well the school is doing and what parents and pupils think of it. This has enabled the school to identify and reverse the downward trend in test results at Year 6 and put it in a good position to continue to improve. The school needs to build upon these systems to ensure the recent improvements are

sustained. Improvement since the last inspection is satisfactory mostly because issues from the last inspection have been resolved. 'Huntsnet', a network of local schools, provides very good links to enable staff to work with others and share ideas and good practice. Many of those with leadership responsibilities are new to their roles. They are well supported so that they have settled quickly into the school. They have plenty of enthusiasm and the school needs to ensure they also have the support and training they need to fulfil their roles effectively. Most parents have positive views of the school. A small number expressed concern about various aspects. However, the responses to the inspection questionnaire are not supported by the school's own consultations. The school needs to work closely with parents to help them to understand more clearly the school's perspective on the issues that worry them.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome when we came to visit your school recently. This letter is to tell you what we thought of your school. We think your school does several things well. Standards in the Year 6 tests were above average in 2005 and those pupils made satisfactory progress. You work hard in lessons and now make good progress in your learning. You are good at doing jobs around the school and enjoy telling the teachers what you think of the school through school council. You get on well with each other, although a few of you are worried about bullying and bad behaviour. We could not find any evidence of pupils being naughty during the inspection. We think the staff look after you well so that you always have someone to turn to if you are worried. The teachers try hard to make sure your lessons are interesting and help you if you get stuck. Recently the teachers have improved the ways they check how well the school is doing and what they need to do next to make it even better. We have asked them to build upon those systems to make sure you all do as well as you can. You have had a lot of new teachers over the last two years and we have asked the school to make sure they get all the support and training they need to settle in and do their jobs as well as they can. Your new head teacher has lots of good ideas for making the school even better and I am sure you will enjoy working with her to make it as good as you can. Best Wishes for the future,